



## SECTION I

# Mission, Mandates and Regulations for Professional Development



**Notes**





## I. MISSION, MANDATES, and REGULATIONS FOR PROFESSIONAL DEVELOPMENT

### A. Mission of Professional Development

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology and assessment.

Educators derive benefits from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacities.

Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong, well-organized, successful professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic reform and reculturing will ensure that each student learns well, applies his/her knowledge, and continues achieving in and out of school.

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the 4th Cycle Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district's professional development program?
- Does each professional development offering enhance the participants' repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering eventually help students become better and more efficient learners?



Notes

**B. Missouri Mandates and Regulations**

**1. Statutory Authority for Professional Development**

**a. Excellence in Education Act of 1985**

**Section 168.405.2**

2. There is hereby created the “Principal-Administrator Academy” under the auspices of the Department of Elementary and Secondary Education. The academy is not a single institution, but an organizational framework for a wide array of educational and training programs for school leaders that may be conducted at several sites in the state by the Department of Elementary and Secondary Education, individually or through contract.

**Effective Date: September 1, 1988**

**Key Provisions:**

- ⇒ The academy is an organization with the ability to operate from several different sites.
- ⇒ The academy may offer a wide array of educational and training programs for school leaders.
- ⇒ The academy may offer professional development to individuals or contract others to offer professional development.

**Sections 168.400.4(1) & 5 RSMo.**

4. Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:
  - Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from a professional development committee, which is hereby established in each school district, which committee shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher’s request; assess faculty needs and develop in-service opportunities for school staff; and present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district. The members of each professional development committee shall be selected by the teachers employed by the school district in question. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.
  - Such programs shall include assistance from the teacher education program which provided the teacher’s training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internship, counseling, and in-service training.



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- The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee, and professional growth opportunities as provided by the local school district for all practicing teachers.

**Effective Date: September 1, 1988**

**Key provisions:**

- ⇒ Each district must provide a plan of professional development, with assistance from the professional development committee, for a teacher's first two years of teaching.
- ⇒ The professional development committee is charged with four responsibilities:
  - (a) identify instructional concerns and remedies
  - (b) serve as a confidential consultant upon a teacher's request
  - (c) assess faculty needs and develop inservice opportunities for school staff
  - (d) present to the proper authority faculty suggestions, ideas, and recommendations pertaining to classroom instruction
- ⇒ Members of the professional development committee are to be selected by teachers currently employed by the district.
- ⇒ The professional development committee is to work with both beginning and experienced teachers.
- ⇒ Beginning teachers who have graduated from Missouri teacher preparation programs shall receive assistance from the teacher education program which provided the teacher training.

## Questions and Answers

**What qualifies as prior teaching experience?**

Prior teaching experience is having had two full years (not necessarily consecutive) of teaching experience under a regular teacher contract in a public school system.

**Can a teacher get credit for teaching experience in a public school in another site?**

Yes.

**If a beginning teacher in Missouri graduated from a college in another state, must he/she receive teaching assistance from the university from which he/she graduated?**

No.

**Must Professional Development Committee (PDC) membership be limited to classroom teachers?**

No. Counselors, librarians, coordinators, directors, principals, superintendents, and any other certificated staff member may serve on the committee if selected by teachers.

**May non-certified staff be members of the Professional Development Committee (PDC)?**

Teachers may select non-certificated staff members to serve on the PDC; however, staff development for non-certified staff is not an allowable expenditure for the mandatory one percent professional



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*development monies.* If a district intends to allocate additional funds beyond the mandatory one percent to support training for non-certified staff and they want the Professional Development Committee (PDC) to assist in planning this training, then non-certified staff members could serve on the PDC.

**Does “entry year” mentor program apply to teachers new to the district, teachers new to teaching, teachers who change subject matter, or all of these?**

Certification standards require only those teachers **new** to teaching who have not taught a full year in a public school to participate in the “*entry year*” mentor program. A second year of mentoring is recommended.

**Must teachers have an Individual Professional Development Plan (IPDP) for the first four years of teaching?**

An Individual Professional Development Plan (IPDP) is required throughout the time that a teacher has an Initial Professional Certificate (IPC). (*A sample IPDP can be found in Appendix E*).

**Must teachers joining the public system from a private school prepare a Professional Development Plan (PDP) even though they have taught at least one year in a private school?**

Yes.

**Does a teacher who is teaching with temporary certification need a mentor and a professional development plan for two years?**

Yes. During the first year of teaching in a public school, a teacher must have a mentor and must write a Professional Development Plan (PDP). The teacher must also write a Professional Development Plan (PDP) the second year.

**In selecting Professional Development Committee (PDC) members, does the entire district staff vote, or can individual schools elect PDC members?**

School systems may use whatever methods they wish to select Professional Development Committee (PDC) members; however, members must be selected by teachers. Consideration should be given to including specialized staff such as Title I, gifted, special education, etc.

**What type of follow-up assistance are universities required to provide?**

The law is not specific. However, section 4. (2) does specify “retraining, internships, counseling, and in-service training.”

**Can a district Professional Development Committee (PDC) meet and vote on items without an administrative advisor present?**

Yes. However, Professional Development Committee (PDC) work must be done in consultation with district administration. A close working relationship should be established among teachers and the district administration as they work to plan professional development activities aligned to that district’s Comprehensive School Improvement Plan (CSIP).

**Is training for the PDC required?**

Training is not required; however, it is highly recommended. Local Regional Professional Development Centers (RPDCs) and the Missouri Staff Development Council (MSDC) provide workshops for new PDC members.



**Is the PDC responsible for helping all new teachers in the district create their individual plan, or is this the responsibility of the new teacher and mentor?**

The PDC should create a “generic” plan that can be used by new teachers. The mentor should then work with the teacher to develop his/her unique goals. For example, the PDC may establish a new teachers’ orientation pertaining to district and school policies, while mentors work individually with teachers to enhance classroom management skills, instructional strategies, content knowledge, etc.

**How can special education (Comprehensive System of Personnel Development) (CSPD) professional development plans be incorporated into the District’s Professional Development Plan (DPDP)?**

Missouri, consistent with the requirement of the Individuals with Disabilities Education Act, provides special education funds for personnel/development/training. Each school district is allotted ten dollars per child, per the district’s December 1 special education child count, for professional development for special education staff. Each school district addresses in its Compliance Plan how these professional development funds will be used. In addition to these locally available funds, state special education funds support state projects and outreach services, providing support and technical assistance for special education programs and personnel.

**b. The Outstanding Schools Act of 1993  
SB380, Section 7; RSMo**

**7.1** Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, RSMo., a school district shall allocate one percent of monies received pursuant to section 163.031, RSMo., exclusive of categorical add-ons, to the Professional Development Committee (PDC) of the district as established in subdivision (1) of subsection 4 of section 168.400 RSMo. Of the monies allocated to the PDC in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee.

**163.021.5** No school district shall receive state aid pursuant to section 163.031, if such district was not in compliance, during the preceding school year, with the requirement, established pursuant to section 7 of this act, to allocate revenue to the Professional Development Committee (PDC) of the district.

This Act is very important because, while The Excellence in Education Act of 1985 remains in effect, The Outstanding Schools Act of 1993 (SB380) changed the emphasis and the process for professional development. The Excellence in Education Act of 1985 recognized the need for teachers to grow professionally. The intent was to establish professional development opportunities for beginning and established teachers as individuals.

The Outstanding Schools Act of 1993 (SB380), by its title, calls for a shift in practice. The emphasis is on individual growth, systemic improvement, and increased student performance.



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How, then, can the school system provide professional development training for its teachers so that students will become better achievers? Instead of emphasizing individual professional development based on a random needs assessment, the emphasis is on focused professional development for the entire school system. The Outstanding Schools Act of 1993 (SB380) recognized the importance of collaboration among the Professional Development Committee (PDC), the administration, and the board of education; thus, the language that, of the monies allocated to the Professional Development Committee (PDC)...

“ . . . such funds shall be spent . . . for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board.”

Although, all professional development must be tied to the objectives of the Comprehensive School Improvement Plan (CSIP), needs assessments are still appropriate, particularly when focused on the CSIP. The Excellence in Education Act of 1985 also specified that faculty suggestions, ideas, and recommendations are to be presented to the proper authority while the Outstanding School Act of 1993 (SB380) specified the importance of consultation with the administration and the necessity for board approval.

From these acts, Missouri has developed an in-depth, organized, systemic approach to professional development. Professional development must have a specific, clear focus for school improvement which helps students become high achievers and successful in school.

**Effective date: August 28, 1993**

### Key provisions:

- ⇒ A district must allocate one percent of the state funds received through the school foundation program, exclusive of categorical add-ons, to the Professional Development Committee (PDC) for the professional development of certified staff.
- ⇒ Seventy-five percent of the one percent must be spent in the fiscal year that the one percent is received.
- ⇒ Purposes for expending the mandated professional development funds are to be determined by the Professional Development Committee (PDC) in consultation with the administration and approved by the local school board.
- ⇒ Professional development expenditures under this section shall be spent for the purpose of meeting the objectives of a Comprehensive School Improvement Plan (CSIP) of the district as developed by the board.
- ⇒ The penalty for not complying with the requirements is loss of state aid during the next school year.

## Questions and Answers

### **Must the twenty-five percent carryover money be spent the next year?**

Although not specifically addressed by law, the Department of Elementary and Secondary Education (DESE) guidelines specify that it must be spent first in the following year.



**By what date must seventy-five percent to one-hundred percent be spent?**

Generally, bills must be paid by June 30 of the current year.

**What does “after consultation with the administrators of the school district” mean?**

Teachers on the Professional Development Committee (PDC) and administrators should discuss, consider, and agree upon all aspects of the District’s Professional Development Plan (DPDP). Ideally, administrative representatives work on the PDC as non-voting members, so that collaboration occurs as the plan is developed. If elected by teachers, the administrator is a voting member. Otherwise, the administrator serves as a non-voting member or a consultant.

**What does the law mean by “a school improvement plan?”**

The intent of the law is that the set-aside funds be used for professional development designed to help districts meet the objectives of their Comprehensive School Improvement Plans (CSIPs), using the Missouri School Improvement Program (MSIP) as a model or guide. The law does not specify that the plan must be aligned to MSIP, but it would not be practical to have two plans, an MSIP plan and a separate school improvement plan.

**Must a new district professional development plan be written each year?**

Professional development plans may be drafted for one year at a time or for multi-year periods with annual reviews, revisions, and updates.

**Must the professional development plan be approved by the board each year?**

Yes. After the professional Development Committee (PDC) has devised a new plan or reviewed, revised, and updated the previous year’s plan in consultation with the administration, it must be presented to the board for approval.

**Is an end-of-year report required?**

An end-of-year report is not required but is recommended to provide feedback for the staff and the board. Annual program evaluation is always essential for future planning.

**How will compliance for the expenditure of Professional Development Committee (PDC) fund be monitored?**

During each Missouri School Improvement Program (MSIP) on-site review, the visiting team will review the Professional Development Plan (PDP), interview teachers, and reach a conclusion with respect to whether the district is in compliance with the statute. Annually, districts will report the expenditures under this provision separately from other expenditures on the Annual Secretary of the Board Report (Form FD/5, Function 2214). Regular audit reports may be required to include compliance statements.

**What is the penalty if a district fails to allocate and expend the required amounts for professional development?**

The district will not receive state aid under the foundation program during the following year.



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**Does the one percent foundation formula apply to money received specifically for summer school?**

No.

**Can more money be spent on professional development than one percent of the foundation money?**

Definitely. Districts are encouraged to support professional development with additional monies whenever possible. Certainly district funds should be set aside for the development of non-certificated staff since one percent monies cannot be used for non-certificated staff. In addition, districts are encouraged to explore additional federal and state funds for professional development such as Title I, Technology Acquisition and Enhancement, and video funds. Districts are also encouraged to secure competitive grants which also provide professional development funds.

**Who writes the Comprehensive School Improvement Plan (CSIP)?**

This plan should be a collaborative plan written by administrators, teachers, patrons, and students. The local board of education is responsible for approval of this plan. The plan should not be written solely by one person.

**Should the plan be made public to all district staff?**

The CSIP should be public to all staff and patrons.

**Can local boards reject the Professional Development Committee's (PDC's) Professional Development Plan (PDP)?**

Yes. If this happens, the Professional Development Committee (PDC) must consult with the administration, make adjustments to the plan, and resubmit it to the local board of education for approval.

**c. SB 287 passed in 2005  
160.530.**

1. Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, RSMo, a school district shall allocate one percent of moneys received pursuant to section 163.031, RSMo, exclusive of categorical add-ons, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section 168.400, RSMo. Of the moneys allocated to the professional development committee in any fiscal year as specified by this subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the local board. Moneys expended for staff training pursuant to any provisions of this act shall not be considered in determining the requirements for school district imposed by this subsection.

2. Beginning with fiscal year 1994 and for all fiscal years thereafter, [ninety percent of one percent] **eighteen million dollars** of the moneys appropriated to the Department of Elementary and Secondary Education otherwise distributed to the public schools of the state pursuant to the provisions of section 163.031, RSMo, exclusive of categorical add-ons, shall be distributed by the Commissioner of Education to address statewide areas of critical need for learning



and development as determined by rule and regulation of the State Board of Education with the advice of the commission established by section 160.510 and the advisory council provided by subsection 1 of section 168.015, RSMo. The moneys described in this subsection may be distributed by the Commissioner of Education to colleges, universities, private associations, professional education associations, statewide associations organized for the benefit of members of boards of education, public elementary and secondary schools, and other associations and organizations that provide professional development opportunities for teachers, administrators, family literacy personnel and boards of education for the purpose of addressing statewide areas of critical need, provided that subdivisions (1), (2) and (3) of this subsection shall constitute priority uses for such moneys. "Statewide areas of critical need for learning and development" shall include:

- (1) Funding the operation of state management teams in districts with academically deficient schools and providing resources specified by the management team as needed in such districts;
- (2) Funding for grants to districts, upon application to the Department of Elementary and Secondary Education, for resources identified as necessary by the district, for those districts which are failing to achieve assessment standards;
- (3) Funding for family literacy programs;
- (4) Ensuring that all children, especially children at risk, children with special needs, and gifted students, are successful in schools;
- (5) Increasing parental involvement in the education of their children;
- (6) Providing information which will assist public school administrators and teachers in understanding the process of site-based decision making;
- (7) Implementing recommended curriculum frameworks as outlined in section 160.514;
- (8) Training in new assessment techniques for students;
- (9) Cooperating with law enforcement authorities to expand successful antidrug programs for students;
- (10) Strengthening existing curricula of local school districts to stress drug and alcohol prevention;
- (11) Implementing and promoting programs to combat gang activity in urban areas of the state;
- (12) Establishing family schools, whereby such schools adopt proven models of one-stop state services for children and families;
- (13) Expanding adult literacy services; and
- (14) Training of members of boards of education in the areas deemed important for the training of effective board members as determined by the state board of education.

3. Beginning with fiscal year 1994 and for all fiscal years thereafter, [ten percent of one percent] **two million dollars** of the moneys appropriated to the Department of Elementary and Secondary Education otherwise distributed to the public schools of the state pursuant to the provisions of section 163.031, RSMo., exclusive of categorical add-ons, shall be distributed in grant awards by the State Board of Education, by rule and regulation, for the "Success Leads to Success" grant program, which is hereby created. The purpose of the success leads to success grant program shall be to recognize, disseminate and exchange information about the best professional teaching practices and programs in the state that address student needs, and to encourage the staffs of schools with these practices and



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programs to develop school-to-school networks to share these practices and programs.

**4. The department shall include a listing of all expenditures under this section in the annual budget documentation presented to the governor and general assembly.**

**Effective date: July 1, 2006**

**Key provisions:**

- ⇒ Establishes a fixed amount for the professional development which the Department of Elementary and Secondary Education may distribute through grants and contracts.
- ⇒ Establishes a fixed amount for the Success Leads to Success program.
- ⇒ Mandates a legislative review of all expenditures related to professional development funds.

## **2. Missouri School Improvement Program (MSIP) Fourth Cycle**

### **MISSOURI SCHOOL IMPROVEMENT PROGRAM (MSIP) FOURTH CYCLE STANDARDS FOR PROFESSIONAL DEVELOPMENT**

The Missouri School Improvement Program (MSIP) includes a review of the school district's professional development program. Working with district administrators, Professional Development Committees (PDCs) must provide documentation in several areas. *(Refer to Appendix A to review MSIP standards that address professional development).*



**3. REPLACE THIS PAGE WITH YOUR  
SCHOOL DISTRICT'S COMPREHENSIVE  
SCHOOL IMPROVEMENT PLAN (CSIP).  
Guidance in preparing a CSIP can be found by  
using the following DESE web site:  
<http://dese.mo.gov/divschsvc/msip/index.html>**



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## 4. Educator Certification

### Notes

The Professional Development Committee (PDC) can be of service to district teachers by helping them work toward continuous certification. This can be accomplished in at least two ways: (1) by developing a strong mentoring program which emphasizes that mentors assist new teachers; and (2) whenever possible, by providing professional development opportunities that are consistent with the district Comprehensive School Improvement Plan (CSIP) and simultaneously helpful to teachers striving to meet certification requirements.

### About Missouri Teaching Certificates

The “certificate of license to teach” is the official license to teach in the state of Missouri. According to state statute (Section 168.011 RSMo), a valid certificate is required for teachers in Missouri public schools. Two copies of the teaching certificate are provided. The superintendent’s copy is placed on file with an employing school district, while the teacher’s copy should be retained for his/her personal file. The teacher must make sure that the superintendent’s copy is returned when he/she leaves a school’s employment. The teacher must examine the certificate carefully and report errors to the Educator Certification Office, Missouri Department of Elementary and Secondary Education at (573) 751-0051. The DESE web site for certification is <http://dese.mo.gov/divteachqual/teachcert/certclass.html>

**Licensure: Missouri has several methods for an individual to enter the education profession with “certificate of license to teach.” They are:**

- ⇒ **TRADITIONAL:** An individual completes a four-year, college-recommended course of study, does student teaching, passes an exit exam, and graduates with a bachelor’s degree in a field of education and an Initial certificate. The Initial certificate is a four-year certificate requiring two years of mentoring, annual evaluation, one year of beginning teacher assistance, and professional development for a total of 30 contact hours during the four years.
- ⇒ **ALTERNATIVE OR INNOVATIVE ROUTE:** An individual with a bachelor’s degree in a content area (such as math or English) returns to a college of education for a two-year program of study that enables the person to take courses and teach simultaneously. The teacher works under a two-year, provisional certificate and usually completes about 30-35 college credits. When the individual completes the program and passes the exit test, the college may recommend that the individual receive an Initial certificate.
- ⇒ **TEMPORARY AUTHORIZATION ROUTE:** An individual with a bachelor’s degree in a content area takes self-directed courses – a maximum of 24 college credits (27 for special education) to meet specific competencies, teaches for three years, is mentored by the school district and passes two exit examinations. Such a person works under a one-year, renewable certificate that requires the completion of 9 college credits each year in order to be renewed. When the requirements are completed, the individual receives an Initial certificate.
- ⇒ **OUT-OF-STATE CERTIFIED ROUTE:** An individual with a valid teaching certificate from another state can be granted a comparable certificate in Missouri. The individual must provide verification of certification from the other state. Depending on previous teaching



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experience, these individuals may qualify for an Initial or Career level certificate.

- ⇒ **DOCTORAL ROUTE:** Individuals with a doctorate degree in a content area (such as math or English) may be issued an Initial certificate by passing a pedagogy test.

### Classifications

There are several major types/classifications of certificates of license to teach. In 2003, legislation created a two-tier plan of professional classification. Each classification offers an *Initial Certificate* and also a *Career Continuous Certificate*.

**INITIAL PROFESSIONAL CERTIFICATE (IPC)** is valid for four years and assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years;
- Successful completion of 30 contact hours of professional development which may include college credits;
- Participation in a Beginning Teacher Assistance program;
- Successfully participate in a Performance-based Teacher Evaluation; includes Individual Professional Development Plan (IPDP);
- Complete four years of approved teaching experience; and
- Have a local Professional Development Plan.

**CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)** is valid continuously for 99 years dependent upon an individual's meeting the following:

- The requirements at the IPC level (four years of experience);
- Successful, yearly completion of 15 contact hours of professional development which may include college credits; and
- Have a local Professional Development Plan

**OR**

- Two of the following items:
  - Ten (10) years of teaching experience;
  - A master's degree; or
  - National Board Certification

- ⇒ **Lifetime Classification - Prior** to September 1988, applicants who met all requirements were issued a lifetime certificate; those certificates are still valid. Teachers holding lifetime certificates in other areas will enter under the appropriate level of professional classification for any new area(s) of certification.

- ⇒ **Administration Classification** – Referring to principals, superintendents, career education directors and special education directors, this classification requires two-years of teaching experience and a master's degree in administration/leadership. Administrators (except superintendents) must obtain the next higher college degree prior to their tenth year of experience. (*Refer to Appendix B for certification and professional development requirements for administrators*).

- ⇒ **Adult Education and Literacy (AEL) Classification** – These individuals, who teach adults in various programs, must have a





bachelor's degree and complete particular courses in adult learning theory.

- ⇒ **Career (Vocational) Education Classification** – These teachers specialize in such fields such as nursing, automotive technology, occupational family and consumer science, and trade/industrial fields. Individuals must have a bachelor's degree in their content field and meet other requirements.
- ⇒ **Professional Classification** – These are “classroom” teachers in elementary, middle, and high school grade levels. They may be grade or subject area specific. Special education and librarians are also in this classification area. Teachers must have a bachelor's degree in education and meet other specific requirements. Prior to 2003, professional certificates were called PCI, PCII and CPC; these types of certificates should be converted to the Initial or Career Continuous types of licenses.
- ⇒ **Student Services Classification** – Counselors, psychologists, speech/language pathologists, or career education evaluators generally have a master's degree or higher in an education-related profession.
- ⇒ **Provisional Classification** – These two-year, nonrenewable certificates are for educators who lack a few hours of meeting all the requirements for full certification. The largest numbers of provisional certificates are issued to individuals who are enrolled in a college-based alternative/innovative program, have not yet passed the required Praxis test, or are adding areas to an existing certificate. Provisional certificates are issued at the request of an employing district.
- ⇒ **Temporary Classification** – These one-year, renewable certificates are issued to individuals who have a bachelor's degree in a content or closely-related field and who agree to meet a variety of requirements, including taking college courses in pedagogy. Temporary certificates are issued at the request of an employing district.
- ⇒ **Substitute Classification** – One-year certificates are provided to individuals with a minimum of 60 hours of college credit and are issued at the request of an employing district. All applicants must complete a background check.

A person who holds a valid Missouri elementary or secondary certificate(s) (life, professional, or provisional) is not restricted to any specific number of days of substitute teaching, except for the following circumstances: (1) A retired teacher who is receiving retirement benefits is limited to a total of 550 clock hours of substitute teaching each school year; and (2) Classification and accreditation standards require the person filling a teaching position on a continuing basis to be appropriately certificated for the area of service.

### Revocation

The Missouri State Board of Education may refuse to issue or renew, or may suspend or revoke a certificate of license to teach upon satisfactory proof of incompetency, cruelty, immorality, drunkenness, neglect of duty, annulment of a written contract, or upon conviction of a felony or crime involving moral turpitude.

If you have specific questions, please feel free to contact the Department of Elementary and Secondary Education's Educator Certification Section at 573-751-0051 or visit the web at <http://dese.mo.gov>.